



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

South Woods Elementary School

4750 SR 206 W

Elkton, FL 32033

904-547-8610

<http://www-swe.stjohns.k12.fl.us/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 82%
Alternative/ESE Center No	Charter School No	Minority Rate 29%

School Grades History

2013-14 B	2012-13 C	2011-12 B	2010-11 A
---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	18
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	26
Part III: Coordination and Integration	37
Appendix 1: Professional Development Plan to Support Goals	38
Appendix 2: Budget to Support Goals	42

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

South Woods Elementary School

Principal

Catherine Hutchins

School Advisory Council chair

Katie Merkley

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Brian Gifford	Assistant Principal
Denelle Newcomb	Instructional Literacy Coach

District-Level Information

District

St. Johns

Superintendent

Dr. Joseph G Joyner

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The makeup of the SAC reflects the total school community including racial and ethnic balance. Each constituent group will be represented in the following way:

School Staff:

Principal

2- representatives from the instructional staff

1- support staff

Parents - They will make up 51% of the team, and will not be school district employees.

Others - Community and or Business Representatives which may include a member from the Community of Business Partners.

SAC Members are elected by their representative constituent groups. Teachers will have its new members named by September of each year. Returning parent SAC members were identified at the end of the last school year and will continue to serve on the SAC team. Any additional parent and community members volunteers will be named and voted in by their respective constituent group. Voting will take place during the first full month of the new school year.

Involvement of the SAC in the development of the SIP

The council met at the end of the 2012-13 school year to give input to the upcoming SIP. Student Performance data was reviewed and discussed and each member expressed their ideas and suggestions at the May, 2013 SAC meeting. Budget was not discussed as no new dollars were made available to SAC for the 2012-13 school year. The upcoming plan will be shared with the council at the September, 2013 meeting to gain further input as well as provide any additional information our council may need to understand our SAC plan and the new format.

Activities of the SAC for the upcoming school year

SAC's goal is to assist the principal with the direction of the school as well increase student achievement for every student in a safe learning environment. The team will review the school's data and give input as to how student performance can be increased via different strategies and programs. Student performance will be monitored through progress monitoring tools to ensure students are making adequate gains.

Projected use of school improvement funds, including the amount allocated to each project

We currently do not have yearly allocated funds for school improvement. As projects are identified, resources will be allocated to support their implementation.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Catherine Hutchins

Principal

Years as Administrator: 17

Years at Current School: 1

Credentials

Early Childhood Education
 Elementary Education (Gr. 1-6)
 Educational Leadership (School Principalship - all levels)
 Visually Impaired (Gr. K-12)
 Reading Endorsed

Performance Record

Performance Record
 1995-1998 Cunningham Creek Elem. - Not available
 Cunningham Creek Elementary - 1999 through 2005 = School Grade-A
 2005-2009 - Timberlin Creek Elementary - Grade = A
 2009-2010 - Timberlin Creek Elementary - Grade = B
 2011-12 - Timberlin Creek Elementary - Grade = A
 2012-13 - South Woods Elementary - Grade = C
 FCAT Achievement Levels:
 Percentage of students meeting High Standards in Reading:
 Cunningham Creek - 2002 - 85, 2003 - 91, 2004 - 94, 2005- 95
 Timberlin Creek - 2006-87, 2007-93, 2008-92, 2009-95, 2010-94, 2011-94, 2012 - 84
 South Woods Elementary - 2013-53
 Percentage of Learning Gains in Reading:
 Cunningham Creek - 2002-72, 2003-79, 2004-76, 2005-78
 Timberlin Creek - 2006- 68, 2007-85, 2008-72, 2009-=82, 2010-70, 2011-72, 2012- 82
 South Woods Elementary - 2013-60
 Percentage of lowest 25% making learning gains in Reading
 Cunningham Creek Elementary School - 2002-66, 2003-88, 2004-78, 2005-75
 Timberlin Creek - 2006-59, 2007-76, 2008-69, 2009-83, 2010-63, 2011-74, 2012-66
 South Woods Elementary - 2013-47
 Percentage of students meeting High Standards in Math:
 Cunningham Creek - 2002 - 83, 2003 - 85, 2004 - 92, 2005- 91
 Timberlin Creek - 2006-84, 2007-88, 2008-87, 2009-93, 2010-92, 2011-95, 2012 - 83
 South Woods Elementary - 2013-53
 Percentage of Learning Gains in Math:
 Cunningham Creek - 2002-82, 2003-81, 2004-80, 2005-76
 Timberlin Creek - 2006- 69, 2007-74, 2008-71, 2009-=83, 2010-59, 2011-69, 2012-82
 South Woods Elementary - 2013-79
 Percentage of lowest 25% making learning gains in Math
 Timberlin Creek - 2007-72, 2008-55, 2009-81, 2010-47, 2011-78, 2012-66
 South Woods Elementary - 2013-47
 Percentage of students meeting high standards in Writing
 Cunningham Creek Elementary - 2002-89, 2003-92, 2004-91, 2005-87

Timberlin Creek Elementary - 2006-83, 2007-81, 2008-79,
 2009-95, 2010-92, 2011-94, 2012-93
 South Woods Elementary School - 2013-62

Brian Gifford

Asst Principal

Years as Administrator: 3

Years at Current School: 0

Credentials

Elementary Education (Gr. 1-6)
 Educational Leadership

Performance Record

Performance Record
 2010-11 - Fruit Cove Middle School - Grade = A
 2011-12 - Fruit Cove Middle School - Grade = A
 2012-13 - South Woods Elementary - Grade = C
 FCAT Achievement Levels:
 Percentage of students meeting High Standards in Reading:
 Fruit Cove Middle School - 2011 - 92
 Fruit Cove Middle School - 2012 - 87
 South Woods Elementary - 2013- 53
 Performance Record:
 Percentage of Learning Gains in Reading:
 Fruit Cove Middle School - 2011-72
 Fruit Cove Middle School 2012- 80
 South Woods Elementary - 2013- 60
 Percentage of lowest 25% making learning gains in Reading
 Fruit Cove Middle School- 2011- 77
 Fruit Cove Middle School- 2012 - 79
 South Woods Elementary - 2013- 47
 Percentage of students meeting High Standards in Math:
 Fruit Cove Middle School- 2011- 95
 Fruit Cove Middle School - 2012- 89
 South Woods Elementary - 2013- 53
 Percentage of Learning Gains in Math:
 Fruit Cove Middle School- 2011- 85
 Fruit Cove Middle School - 2012- 87
 South Woods Elementary - 2013- 79
 Percentage of lowest 25% making learning gains in Math
 Fruit Cove Middle School- 2011- 90
 Fruit Cove Middle School- 2012- 78
 South Woods Elementary - 2013- 47
 Percentage of students meeting high standards in Writing
 Fruit Cove Middle School- 2011- 98
 Fruit Cove Middle School - 2012- 92
 South Woods Elementary School - 2013- 62

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Denelle Newcomb

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy, Mathematics, Data, RtI/MTSS

Credentials

Elementary Education
 ESOL K-12
 Reading K-12

Performance Record

Percentage of students meeting High Standards in Reading
 Timberlin Creek - 2009-95, 2010-94, 2011-94, 2012- 84
 South Wood Elementary - 2013- 53
 Percentage of Learning Gains in Reading
 Timberlin Creek - 2009-82, 2010-70, 2011-72, 2012-82
 South Woods Elementary - 2013-60
 Percentage of lowest 25% making gains in Reading
 Timberlin Creek - 2009-83, 2010-63, 2011-74, 2012-66
 South Woods Elementary - 2013 - 47
 Percentage of students meeting High Standards in Math
 Timberlin Creek - 2009-93, 2010-92, 2011-95, 2012-83
 South Woods Elementary - 2013-53
 Percentage of Learning Gains in Math
 Timberlin Creek - 2009-83, 2010-59, 2011-69, 2012-82
 South Woods Elementary - 2013-79
 Percentage of students meeting high standards in Writing
 Timberlin Creek - 2009-95, 2010-92, 2011-94, 2012-66
 South Woods Elementary - 47
 Percentage of students meeting level 3 or higher in Science
 Timberlin Creek - 2009-65, 2010-78, 2011-80, 2012-93
 South Woods Elementary - 61

Classroom Teachers

of classroom teachers

45

receiving effective rating or higher

45, 100%

Highly Qualified Teachers

100%

certified in-field

45, 100%

ESOL endorsed

31, 69%

reading endorsed

5, 11%

with advanced degrees

15, 33%

National Board Certified

2, 4%

first-year teachers

5, 11%

with 1-5 years of experience

7, 16%

with 6-14 years of experience

22, 49%

with 15 or more years of experience

11, 24%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

100, 1250%

Other Instructional Personnel

of instructional personnel not captured in the sections above

12

receiving effective rating or higher

12, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Recruitment:

St. Johns County Schools has an extensive pool of applicants seeking employment through the SJCS D PATS system. Applicant's applications are screened to be sure they meet the highly qualified status to work in a Title I School.

Human Resource Department in St. Johns County is responsible for assuring candidates meet or exceed qualifications for teaching positions.

Retain:

A new teacher induction program is conducted during the summer to help new teachers become familiar with the rituals and routines of our school. In addition, a new teacher meeting is held monthly with the principal to assist new teachers with monthly related activities as well as school procedures and expectations as they relate to different monthly activities. Ongoing coaching is provided by ILC, Peer Evaluator, and Administration as part of the EEE instructional evaluation program and teacher professional growth.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers are assigned two mentors. One at the grade level and another teacher at a different grade level so different perspectives can be provided to the new teacher. There is ongoing, open, two-way communication between the mentor and the mentee in the following areas: curriculum, assessments, policies, procedures, parent communication/involvement, day-to-day routines, community, and school culture, and professionalism.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

At South Woods Elementary, we use the 4-step problem-solving model: Step 1, define, in objective and measurable terms the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to stated goal. Weekly our school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal – Cathy Hutchins

Assistant Principal - Brian Gifford

MTSS Facilitator - Denelle Newcomb

Instructional Literacy Coach - Denelle Newcomb

Guidance Counselor - Diana Ambrose

School Psychologist - TBA

Behavior Specialist - Jessica Allee

Speech/Language Pathologist - Jennifer Luettich

Responsibilities

-Member of core team

-Attends core meetings

-Attends Rtl review meetings with teacher

-Helps develop Tier II and Tier III academic and behavior plans

-Develops agenda for MTSS meetings

-Responsible for gathering attendance data

-Responsible for gathering behavior data

-Graphs students' progress monitoring data

-Participates in gap analysis

-Makes the MTSS team aware of health/medical conditions that may impact learning

-Takes minutes during the meeting

-Provides the minutes of the meetings to all MTSS members in a timely fashion

-Files paperwork for Rtl students into the Rtl folder

- Updates data into the Rtl digital database
- Schedules meetings to review Rtl plans with teachers
- Performs speech and language screenings
- Performs vision and hearing screenings
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences
- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on Rtl procedures, progress monitoring and related interventions
- Finalizes Rtl referral packet and submits to LEA

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

- MTSS core team meets weekly
- The MTSS core team systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures.
- Implements MTSS as a school-wide method of raising student achievement outcomes through data review and problem-solving.
- The MTSS core team plans, implements and monitors the progress of school improvement goals.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:

Reading and Math – FCAT

Reading – FAIR

Reading, Math, Science – Discovery Education Assessments

Writing – Writing Prompts

Behavior – Daily behavior charts, ABC data, referrals

Attendance – List of students missing 3, 5, or 10 days

Midyear data:

Reading and Math – FCAT

Reading – FAIR

Reading, Math, Science – Discovery Education Assessments

Writing – Writing Prompts

Behavior – Daily behavior charts, ABC data, referrals

Attendance – List of students missing 3, 5, or 10 days

End of year data:

Reading and Math – FCAT

Reading – FAIR

Reading, Math, Science – Discovery Education Assessments

Writing – Writing Prompts

Behavior – Daily behavior charts, ABC data

Attendance – List of students missing 3, 5, or 10 days

Reading and Math – FCAT

Reading – FAIR

Reading, Math, Science – Discovery Education Assessments

Writing – Writing Prompts

Behavior – Daily behavior charts, ABC data, referrals

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school-based leadership team received training on MTSS on August 5, 2013. Our team will receive additional monthly virtual meetings and face to face meetings monthly. Professional Development on MTSS will be conducted for the staff during pre-planning for the 2013-2014 school year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Small groups of 3-6 students were used to teach different strategies in Reading and Math in grades 3-5.

Third Grade

Reading:

- Author's Purpose
- Character traits
- Cause and Effect
- Making Inferences
- Vocabulary: using context clues, synonyms and antonyms, multiple meaning words
- Main idea and supporting details
- Plot development
- Text features
- Text Structure

Math:

- Identifying possible combinations
- Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data
- Multiplication and division strategies
- Representing, identifying, ordering, and comparing fractions
- Describing, analyzing, comparing and classifying two-dimensional shapes
- Composing, decomposing, and transforming polygons to create new ones
- Identifying lines of symmetry and congruent shapes
- Identifying and comparing angles
- Telling Time and elapsed time
- Finding area and perimeter
- Measuring to the nearest $\frac{1}{4}$ inch
- Choosing appropriate units of measure

Fourth Grade

Reading

QAR Strategies (question/answer relationships)

- Right There Questions
- Think and Search Questions
- Author and Me Questions
- On my own Questions
- *Comprehension Strategies

Writing

- Narrative and Expository Writing Prompts
- Planning Strategies
- Beginnings
- Supporting with Details
- Takeaway Endings
- Creativity Skills

Math

- Multi-Digit Multiplication
- Continuing Patterns
- Writing Algebraic Expressions
- Plotting, Ordering Fractions & Decimals on a Number Line
- Calculating Area
- Estimating / Rounding
- Choosing the Appropriate Unit of Measurement

-Geometry and Perspectives

-Writing Fractions in Simplest Form

-Converting Between Fractions, Decimals, & Percents

All topics covered are NGSSS fourth grade standard students will encounter during state assessments.

Fifth Grade

Reading

QAR Strategies (question/answer relationship)

- Right there questions
- Think and Search questions
- Author and Me questions
- Own my own questions

Comprehension Strategies with Literature

- author's purpose
- character traits
- cause and effect
- inferences
- fact and opinion
- conflict Resolution

Math

Long division

Exponents

Order of Operations

Algebraic Equations

Prime and Composite Numbers

Prime Factorization

Adding and Subtracting Decimals

Adding and Subtracting Fractions

Adding and Subtracting Mixed Numbers

Converting Measurements

Elapsed time

Area of Polygons

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers monitored their effectiveness of the different strategies taught using FAIR, Discovery Education, and formative assessment tools. Formative writing assessments were used to determine areas of weaknesses of our lowest performing 4th grade students. Data was gathered 3 times a year to monitor individual growth and achievement.

Who is responsible for monitoring implementation of this strategy?

Identified certified highly qualified classroom teachers and administration were responsible for monitoring the impact of the strategy. Data was taken at the beginning and end of the program to show growth in academic skills that were taught during the afterschool program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Cathy Hutchins	Principal
Brian Gifford	Asst. Principal
Denelle Newcomb	Instructional Literacy Coach
Katie Merkley	Kdg. Teacher/SAC Chair
Ashley Keath	1st Gr. Teacher
Heather Blanton	2nd Gr. Teacher
Denise Fazarri	3rd Gr. Teacher
Pat Eighmey	4th Gr. Teacher
Coral Jones	5th Gr. Teacher
Jennifer Luettich	SLP/ESE

How the school-based LLT functions

The LLT will meet monthly to collaborate on best instructional practices, alignment of classroom activities to the School Improvement Plan, and Common Core State Standards. In addition, educational research and findings will be shared. The ILC will meet with individual grade levels throughout the school year to analyze student achievement and progress monitoring data. Data will be used to drive instruction while sharing best strategies to teach identified skills.

Major initiatives of the LLT

The LLT will focus on the following during the 2013-14 school year:

- Implementing district curriculum maps
- Monitoring result of district formative assessments
- Monitoring Progress Monitoring results from Discovery Education Reading, Math and Science
- Monitoring Progress Monitoring results from STAR Early Literacy, STAR Reading, and STAR Math
- Monitoring student learning gains in Math and Reading with special focus on the lowest 25% and lowest subgroups to assure they are making adequate learning gains.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

There is a small number of students who have had previous experiences at our school prior to starting kindergarten. South Woods has had a limited number of slots where typical 4 year olds join a VPK/ESE classroom at our school. Our school also serves HeadStart Students which also allows students to have the full school experience These students are provided a school experience throughout the school year with a certified teacher and VPK endorsed teacher. South Woods has collaborated with local day care facilities to schedule visits to our school in the spring. These students come and tour our school and visit a kindergarten classroom.

This year we have a stand alone VPK program with 16+ students. In addition, we have implemented a blended program of ESE, HeadStart and typical VPK students. Students are provided a full day experience with certified teachers. Having these programs in our school allows students to have a smooth transition into kindergarten as well as assist them academically.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	53%	No	66%
American Indian		0%		
Asian		0%		
Black/African American	41%	44%	Yes	47%
Hispanic	69%	61%	No	72%
White	72%	57%	No	75%
English language learners				
Students with disabilities	38%	15%	No	45%
Economically disadvantaged	58%	51%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	26%	40%
Students scoring at or above Achievement Level 4	71	27%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	93	60%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	18	47%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	49	62%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	53%	No	66%
American Indian		100%		
Asian				
Black/African American	45%	42%	No	51%
Hispanic	58%	56%	No	63%
White	67%	56%	No	70%
English language learners				
Students with disabilities	38%	9%	No	45%
Economically disadvantaged	57%	52%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	29%	40%
Students scoring at or above Achievement Level 4	65	25%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	121	79%	82%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	34	77%	80%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		<i>[data excluded for privacy reasons]</i>	0%
Middle school performance on high school EOC and industry certifications		<i>[data excluded for privacy reasons]</i>	0%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	24%	35%
Students scoring at or above Achievement Level 4	27	33%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		25
Participation in STEM-related experiences provided for students	88	15%	25%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	145	25%	15%
Students retained, pursuant to s. 1008.25, F.S.	53	9%	5%
Students who are not proficient in reading by third grade	58	53%	25%
Students who receive two or more behavior referrals	50	9%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

1. Parent Involvement Plan can be found at <http://app1.fldoe.org/bsa/ParentInvolvementPlan>
2. To increase the amount of volunteers and volunteer hours recorded at our school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the number to volunteers	332	28%	40%
To increase the number or volunteer hours	5224	9%	15%

Area 10: Additional Targets

Additional targets for the school

South Woods will continue to implement the Character Counts! program and provide a minimum of 2 lessons per month on the assigned monthly pillar.

"Words of Wisdom" daily broadcast messages will be used to encourage all students to do and be their best.

AVID strategies and philosophy of educational opportunities for all will be threaded thourout the entire school day and across the entire grade 3-5 grade levels as well as designated K, 1, 2 classrooms.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
2 lessons per month	2	100%	100%
Words of Wisdom daily messages	0	100%	100%
Evidence of AVID strategies being utilized in classrooms	0	80%	80%

Goals Summary

- G1.** To Implement the district curriculum maps in all subject areas.
- G2.** All grade levels will administer DFA's (District Formative Assessments) each nine weeks and use the data to drive instruction.
- G3.** To increase student attendance school wide. (Increase attendance rate to 95%.)

Goals Detail

G1. To Implement the district curriculum maps in all subject areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- District Curriculum Maps
- ILC (Instructional Literacy Coach), District Personnel
- Curriculum Pacing Guide (YAG)
- Instructional Teachers

Targeted Barriers to Achieving the Goal

- Teachers being unfamiliar with the standards
- There is a lack of resources and materials to implement standards

Plan to Monitor Progress Toward the Goal

Teachers using the district curriculum maps to guide their instruction

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Thematic units being implemented, lessons plans, and teacher observations

G2. All grade levels will administer DFA's (District Formative Assessments) each nine weeks and use the data to drive instruction.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Reading, Math, Science, Social Studies Curriculum Maps
- District Formative Assessments

Targeted Barriers to Achieving the Goal

- Teachers & Staff lack experience in analyzing data

Plan to Monitor Progress Toward the Goal

Improved art of teaching through effective strategies

Person or Persons Responsible

Administration, ILC, Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Lesson plans and observations

G3. To increase student attendance school wide. (Increase attendance rate to 95%.)

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement

Resources Available to Support the Goal

- Teachers
- Parents
- Administration
- MTSS Core Team

Targeted Barriers to Achieving the Goal

- Lack of understanding the value of regular school attendance

Plan to Monitor Progress Toward the Goal

Class percentage and individual attendance recognition

Person or Persons Responsible

Administration, Computer Operator, Teachers, Students

Target Dates or Schedule:

Every nine weeks

Evidence of Completion:

Increase in the list of students receiving 95% and 100% awards each nine weeks

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To Implement the district curriculum maps in all subject areas.

G1.B1 Teachers being unfamiliar with the standards

G1.B1.S1 Summer Planning Days and 2 Wednesdays a month designated for curriculum planning

Action Step 1

Teachers will use the curriculum maps to teach identified standards during each nine weeks and develop teacher created thematic units

Person or Persons Responsible

All Pre-K - 5 grade level teachers

Target Dates or Schedule

2 designated Wednesdays a month/Summer Planning Days

Evidence of Completion

Thematic Units created, teacher lessons plans, and student mastery of learning as evidenced in DFA

Facilitator:

Instructional Literacy Coach (ILC)

Participants:

All Pre-K -5 grade level teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Implementation and mastery of the CCSS based on created units Meeting minutes shared.

Person or Persons Responsible

Principal and Team Leaders

Target Dates or Schedule

After each meeting

Evidence of Completion

Attendance sheet and notes taken from meeting Thematic Units created Units in Lesson Plans
Teacher Observations

Plan to Monitor Effectiveness of G1.B1.S1

Full implementation and mastery of CCSS

Person or Persons Responsible

Administration and Classroom teachers

Target Dates or Schedule

Ongoing and at the end of each nine weeks

Evidence of Completion

Implementation of the thematic units and student mastery of CCSS

G1.B1.S2 Implement a PLC to read and discuss Pathways to Common Core book

Action Step 1

Deeper understanding of common core

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

One designated Wednesday per month

Evidence of Completion

Attendance sheet and minutes

Facilitator:

ILC

Participants:

Teachers and Administration

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Teachers discussions on applying Common Core in the classroom

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans and observations

Plan to Monitor Effectiveness of G1.B1.S2

Deeper understanding and confidence in teaching the CC standards

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers are implementing standards in the classroom

G1.B1.S3 Online videos will be used as resource to help teachers learn strategies and view best models to best implement the CCSS

Action Step 1

replicated practices in online videos

Person or Persons Responsible

Administration and ILC

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation and deliberate practice strategies

Facilitator:

ILC

Participants:

Administration and ILC

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Teachers viewing videos and discussing the strategies

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Teacher observations and deliberate practice strategy

Plan to Monitor Effectiveness of G1.B1.S3

Teachers practicing strategies from the videos

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Teachers observations

G1.B2 There is a lack of resources and materials to implement standards

G1.B2.S1 Inventory current educational resources available at each grade level

Action Step 1

Resources available at the school and acquired during summer

Person or Persons Responsible

Grade level teachers

Target Dates or Schedule

First nine weeks

Evidence of Completion

Compiled list of resources

Facilitator:

Teachers and ILC

Participants:

Grade level teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Inventory and use of educational resources as documented in lesson plans and during teacher observations

Person or Persons Responsible

Team leaders

Target Dates or Schedule

Beginning and end of the year

Evidence of Completion

Beginning and end of the year checklist

Plan to Monitor Effectiveness of G1.B2.S1

Consistent use of inventory materials

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Documented use in lesson plans and observed in teacher observations

G1.B2.S2 Identify literature available in media center

Action Step 1

Inventory made available to classroom teachers

Person or Persons Responsible

Media Specialist and Teachers and ILC

Target Dates or Schedule

Beginning of school year

Evidence of Completion

Compiled Inventory

Facilitator:

Media Specialist

Participants:

Media Specialist and Teachers and ILC

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Generated list of books that correlate with each CC unit

Person or Persons Responsible

Administration and Classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Teachers using books in units

Plan to Monitor Effectiveness of G1.B2.S2

List of identified literature

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing with each units

Evidence of Completion

Book circulation and identified books being utilized by teachers

G2. All grade levels will administer DFA's (District Formative Assessments) each nine weeks and use the data to drive instruction.

G2.B2 Teachers & Staff lack experience in analyzing data

G2.B2.S1 Provide teachers and staff support and training in analyzing data

Action Step 1

Monitor Class performance on DFA

Person or Persons Responsible

Instructional Literacy Coach and Grade Level Teams

Target Dates or Schedule

Ongoing, 2 designated Wednesdays a month for team level meeting

Evidence of Completion

Teachers differentiating instruction based upon performance on the DFA

Facilitator:

ILC and Administration

Participants:

ILC and Grade Level Teams

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Grouping of students based on performance on DFA

Person or Persons Responsible

Administration, ILC, Classroom teachers

Target Dates or Schedule

Ongoing and after administration of DFA

Evidence of Completion

Targeted instruction and small group lesson plans

Plan to Monitor Effectiveness of G2.B2.S1

Understanding the data to group students to increase student performance

Person or Persons Responsible

Administration, Teachers and ICL

Target Dates or Schedule

Ongoing and after administration of DFA

Evidence of Completion

Targeted instruction and small group lesson plans

G3. To increase student attendance school wide. (Increase attendance rate to 95%.)

G3.B1 Lack of understanding the value of regular school attendance

G3.B1.S1 Recognition for school attendance every nine weeks and at orientations (parent meetings and family nights)

Action Step 1

Informing students and parents of attendance records and teaching the value of education

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

Every nine weeks and ongoing

Evidence of Completion

We will see an increase in student attendance and increase in number of students recognized for 95 to 100 percent attendance

Facilitator:

Teachers and Administration and Computer Operator

Participants:

Administration and Classroom Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Monitoring student attendance

Person or Persons Responsible

Computer Operator, Administration, Teachers, MTSS Core Team

Target Dates or Schedule

Daily, weekly, every nine weeks

Evidence of Completion

We will see an increase in student attendance and student recognitions given each nine weeks.

Plan to Monitor Effectiveness of G3.B1.S1

Monitoring daily student attendance

Person or Persons Responsible

Teachers, Administration, Students and Computer Operator

Target Dates or Schedule

Ongoing and at the end of each nine weeks

Evidence of Completion

number of awards given at the end of each nine weeks and increase in student attendance

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I

South Woods Elementary is a Title I School-Wide due to the 81% Economically Disadvantaged population that we serve. All compliance measures are implemented and documented through the Title I Office at the St. Johns County School District. Superintendent, Dr. Joseph Joyner and Special Programs Director, Scott Sherman along with George Leidigh, Director of Federal Programs, meet with all Title I schools regularly to ensure compliance in meeting federal standards. Title I and II services are also supported state and local curriculum services with the inclusion of the Florida Continuous Improvement Model, AVID, SJCS District Fidelity Check visits twice a year, and Kagen Learning Strategies.

Title I, Part C Migrant

A Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title, I Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Dropout Prevention Programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of instructional resources to supplement our academic program. New technology in classrooms will help increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X -Homeless

District Homeless Social Worker provides resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will supplement Title I funds to offer afterschool tutoring and Saturday School in a designated time period during the regular school year to help prepare our students for statewide assessments.

Violence Prevention Programs

The school offers a non-violence and anti-drug (Red Ribbon Week) that includes age-appropriate activities. These activities are coordinated through guidance.

Nutrition Programs

We have a partnership with the University of Florida Extension Program. Programs are offered to students: healthy nutritional materials are provided and utilized in the classroom; and the Extension Agent presents lessons to designated grade levels.

Housing Programs

The Homeless Student District Liaison provides support to our homeless families helping them locate housing as well as working with our bus transportation Dept. to resolve transportation issues so that children are provided continuity by being allowed to remain at our school regardless of their zoned school.

Head Start

South Woods has 3 classrooms that serve a total of 18 low socioeconomic status of three and four year old students. This year we are using the blended model (6-6-6) with six headstart students, six VPK, and six ESE students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To Implement the district curriculum maps in all subject areas.

G1.B1 Teachers being unfamiliar with the standards

G1.B1.S1 Summer Planning Days and 2 Wednesdays a month designated for curriculum planning

PD Opportunity 1

Teachers will use the curriculum maps to teach identified standards during each nine weeks and develop teacher created thematic units

Facilitator

Instructional Literacy Coach (ILC)

Participants

All Pre-K -5 grade level teachers

Target Dates or Schedule

2 designated Wednesdays a month/Summer Planning Days

Evidence of Completion

Thematic Units created, teacher lessons plans, and student mastery of learning as evidenced in DFA

G1.B1.S2 Implement a PLC to read and discuss Pathways to Common Core book

PD Opportunity 1

Deeper understanding of common core

Facilitator

ILC

Participants

Teachers and Administration

Target Dates or Schedule

One designated Wednesday per month

Evidence of Completion

Attendance sheet and minutes

G1.B1.S3 Online videos will be used as resource to help teachers learn strategies and view best models to best implement the CCSS

PD Opportunity 1

replicated practices in online videos

Facilitator

ILC

Participants

Administration and ILC

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation and deliberate practice strategies

G1.B2 There is a lack of resources and materials to implement standards

G1.B2.S1 Inventory current educational resources available at each grade level

PD Opportunity 1

Resources available at the school and acquired during summer

Facilitator

Teachers and ILC

Participants

Grade level teachers

Target Dates or Schedule

First nine weeks

Evidence of Completion

Compiled list of resources

G1.B2.S2 Identify literature available in media center

PD Opportunity 1

Inventory made available to classroom teachers

Facilitator

Media Specialist

Participants

Media Specialist and Teachers and ILC

Target Dates or Schedule

Beginning of school year

Evidence of Completion

Compiled Inventory

G2. All grade levels will administer DFA's (District Formative Assessments) each nine weeks and use the data to drive instruction.

G2.B2 Teachers & Staff lack experience in analyzing data

G2.B2.S1 Provide teachers and staff support and training in analyzing data

PD Opportunity 1

Monitor Class performance on DFA

Facilitator

ILC and Administration

Participants

ILC and Grade Level Teams

Target Dates or Schedule

Ongoing, 2 designated Wednesdays a month for team level meeting

Evidence of Completion

Teachers differentiating instruction based upon performance on the DFA

G3. To increase student attendance school wide. (Increase attendance rate to 95%.)

G3.B1 Lack of understanding the value of regular school attendance

G3.B1.S1 Recognition for school attendance every nine weeks and at orientations (parent meetings and family nights)

PD Opportunity 1

Informing students and parents of attendance records and teaching the value of education

Facilitator

Teachers and Administration and Computer Operator

Participants

Administration and Classroom Teachers

Target Dates or Schedule

Every nine weeks and ongoing

Evidence of Completion

We will see an increase in student attendance and increase in number of students recognized for 95 to 100 percent attendance

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To Implement the district curriculum maps in all subject areas.	\$46,750
G2.	All grade levels will administer DFA's (District Formative Assessments) each nine weeks and use the data to drive instruction.	\$2,000
G3.	To increase student attendance school wide. (Increase attendance rate to 95%.)	\$400
Total		\$49,150

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Total
Title 1	\$15,000	\$30,000	\$45,000
General budget	\$0	\$2,000	\$2,000
General Fund	\$0	\$400	\$400
Title 2	\$1,250	\$0	\$1,250
Internet	\$0	\$0	\$0
Media Fund	\$500	\$0	\$500
Total	\$16,750	\$32,400	\$49,150

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To Implement the district curriculum maps in all subject areas.

G1.B1 Teachers being unfamiliar with the standards

G1.B1.S1 Summer Planning Days and 2 Wednesdays a month designated for curriculum planning

Action Step 1

Teachers will use the curriculum maps to teach identified standards during each nine weeks and develop teacher created thematic units

Resource Type

Professional Development

Resource

ILC and district curriculum specialists

Funding Source

Title 1

Amount Needed

\$15,000

G1.B1.S2 Implement a PLC to read and discuss Pathways to Common Core book

Action Step 1

Deeper understanding of common core

Resource Type

Professional Development

Resource

Pathways to Common Core book

Funding Source

Title 2

Amount Needed

\$1,250

G1.B1.S3 Online videos will be used as resource to help teachers learn strategies and view best models to best implement the CCSS

Action Step 1

replicated practices in online videos

Resource Type

Professional Development

Resource

Use of internet resources/identified websites

Funding Source

Internet

Amount Needed

\$0

G1.B2 There is a lack of resources and materials to implement standards

G1.B2.S1 Inventory current educational resources available at each grade level

Action Step 1

Resources available at the school and acquired during summer

Resource Type

Other

Resource

literature, hands on manipulatives, learning games

Funding Source

Title 1

Amount Needed

\$30,000

G1.B2.S2 Identify literature available in media center

Action Step 1

Inventory made available to classroom teachers

Resource Type

Professional Development

Resource

professional literature

Funding Source

Media Fund

Amount Needed

\$500

G2. All grade levels will administer DFA's (District Formative Assessments) each nine weeks and use the data to drive instruction.

G2.B2 Teachers & Staff lack experience in analyzing data

G2.B2.S1 Provide teachers and staff support and training in analyzing data

Action Step 1

Monitor Class performance on DFA

Resource Type

Other

Resource

Paper for DFA copies, Performance Plus

Funding Source

General budget

Amount Needed

\$2,000

G3. To increase student attendance school wide. (Increase attendance rate to 95%.)

G3.B1 Lack of understanding the value of regular school attendance

G3.B1.S1 Recognition for school attendance every nine weeks and at orientations (parent meetings and family nights)

Action Step 1

Informing students and parents of attendance records and teaching the value of education

Resource Type

Other

Resource

certificates and ribbons

Funding Source

General Fund

Amount Needed

\$400